
PUPIL PREMIUM FUNDING

SUMMARY REPORT

Purpose of the Report

1. To provide the Scrutiny Committee with information on the Pupil Premium Funding introduced in 2011 and its implementation.

Summary

2. The Pupil Premium (PP) was introduced in April 2011 as additional targeted funding for schools. It was allocated to schools to work with pupils who have registered for Free School Meals (FSM) at any point in the previous six years and to children 'looked after' continuously for six months.
3. The funding has increased since its introduction and in 2014/15 the total fund will be £100m:-
 - (a) 2011/12 - £488 per eligible pupil
 - (b) 2012/13 -£ 623 per eligible pupil
 - (c) 2013/14- £900 per eligible pupil
4. Summer School Programme - £50m (to support transition to secondary school, September 2013, for eligible pupils).
5. 2014/15 - additional cohorts announced in November 2013.
6. Service Pupil Premium (SPP) - £300 per eligible pupil. Service personnel have until 16 January 2014 to notify schools of their children's eligibility for the SPP (i.e. prior to school census). The new funding covers reception to Year 11.
7. Pupil Premium Plus - £1,900. Eligible children are those 'looked after' from the day they enter care; children adopted directly from care; children who have left care under a Special Guardianship Order or Residence Order. Parents 'self-disclose' and the Local Authority informs of looked after children - no other specific guidance or detail has been announced for 2014/15.
8. In 2012/13 the PP funding covered 27% of the school population, however, the proportion of funding within an individual school budget will vary. In 2011/12 in the primary sector, the amount varied from 1% of a total school budget, to 3.8%, dependent on the school's context and intake. There has been an encouragement

from schools for parents to take up FSM in order to increase the overall school funding.

9. The funding is paid directly into schools, however, detail of how this will be calculated for looked after children has not been produced (given the movement of this group). There is an inherent tension between seeking a simple funding mechanism and the complexity of disadvantage and pupil moves.

Recommendation

10. It is recommended that:-

- (a) Scrutiny notes the additional funding to schools.
- (b) The impact on the Council’s Corporate Parenting role is noted and Scrutiny supports work with schools and virtual Head Teacher to maximise the use of the funding.

Murray Rose
Director of People

Background Papers

None

Jenni Cooke: Extension 2861

S17 Crime and Disorder	The pupil premium is not specifically for addressing crime and disorder but can be directed at behavioural issues in schools
Health and Well Being	The PP is not directly targeted at health but improved educational outcomes is shown to increase health and well being outcomes
Carbon Impact	No impact
Diversity	PP is directed at schools and disadvantaged pupils which will include those within a range of minority groups
Wards Affected	All wards
Groups Affected	Children and young people aged 5-16yrs
Budget and Policy Framework	This report does not represent a change to the budget and policy framework.
Key Decision	This is not a key decision
Urgent Decision	This is not an urgent decision
One Darlington: Perfectly Placed	One Darlington – addressing inequality
Efficiency	This report does not identify specific efficiency savings.

MAIN REPORT

Why was Pupil Premium Introduced?

11. The funding seeks to address underlying inequalities and improve life chances of specific groups where evidence shows those life chances to be limited. It seeks to support 'narrowing the gap' initiatives and contribute to improving social mobility rates.

How is it Working?

12. The use of the additional funding is left to Head Teachers and school leaders to decide - there is no central prescriptive requirements as it will be most effective when individual school context and academic research into 'what works', are combined.
13. Examples exist of differing approaches - schools pooling funding with other schools, local authorities or external providers, to support a wider range of provision, or working with small groups and individuals.
14. The research to date has identified that most schools target 'all disadvantaged' with a minority of schools targeting specific groups or individuals (identified as not making expected progress or low attainment). Other schools focus support on wider issues which are barriers to learning.

Is PP Effective?

15. Schools responses in a questionnaire 2012 cited additional staff as the most effective use of the funding – both in or out of the classroom. The funding is often combined with other school budgets so it can be difficult to clearly show what the impact of PP has been. The impact is measured by increased attainment and is identified via the range of performance measures currently used by Ofsted to inspect and judge schools.
16. In addition to performance and Ofsted inspections, the schools have to publish online reports relating to the PP - how much the school receives and how it is used and what measures the school uses to show effectiveness. The depth of this online report varies considerably, however, effectiveness will only become apparent over the longer term when trends and analysis of attainment rates and destination of pupils are gathered.

Local Use of PP

17. Some examples of use of Pupil Premium within Darlington schools are:-
 - (a) Homework clubs
 - (b) Breakfast clubs
 - (c) Additional small group work
 - (d) Alternative education options

18. The potential impact is shown by the data collected on pupil performance for 'narrowing the gap' - this analysis shows that the Gap is closing in Darlington, with FSM or CLA pupils' performance improving across the last three years. Based on pupils achieving Level 4+ in Reading, Writing and Maths, FSM or CLA pupils' performance has improved by 6% on 2012 performance and 9% on 2011, with the gap closing by 7% on 2012. Based on individual subjects, Darlington's performances (KS4) were as follows:-
- (a) Reading Level 4+: Gap Closed by 3%
 - (b) Writing Level 4+: Gap Closed by 6%
 - (c) Maths Level 4+: Gap Closed by 3%
 - (d) Expected Progress in Reading: Gap Closed by 2%
 - (e) Expected Progress in Writing: Gap Widened by 1%
 - (f) Expected Progress in Maths: Gap Closed by 3%
19. This Key Stage 2 analysis shows that the Gap is closing in Darlington, with FSM or CLA pupils' performance improving across the last three years. Based on pupils achieving Level 4+ in Reading, Writing and Maths, FSM or CLA pupils' performance has improved by 6% on 2012 performance and 9% on 2011, with the gap closing by 7% on 2012. Based on individual subjects, Darlington's performances (KS2) were as follows:-
- (a) Reading Level 4+: Gap Closed by 3%
 - (b) Writing Level 4+: Gap Closed by 6%
 - (c) Maths Level 4+: Gap Closed by 3%
 - (d) Expected Progress in Reading: Gap Closed by 2%
 - (e) Expected Progress in Writing: Gap Widened by 1%
 - (f) Expected Progress in Maths: Gap Closed by 3%
20. The increased funding for children looked after provides opportunities to fund needs identified in the Personal Education Plan all looked after children have. Previously, this was funded by the Personal Education allowance (PEA) but this ceased in 2010, however, learning from this will inform use of this new funding. The outcomes from use of PEA monies was clearly shown in improved examination results and performance of the young people. Examples of use of this money was additional one to one tuition to compensate for previous disrupted education, activities to build confidence and self-esteem which underpin successful learning. The role of Virtual Head Teacher (who oversees educational outcomes of the looked after population) is vital in ensuring the PP Plus is spent supporting individual children's plans, and holding schools to account on this.

Conclusion

21. The Pupil Premium and addition Service Pupil Premium and Pupil Premium Plus provide an opportunity to improve outcomes for children and young people identified as having lower attainment arising from a range of factors. Schools have discretion over how this money is used but remain accountable via the open reporting and inspection processes. The opportunity exists to maximise this funding by working across settings and services.